

**California Department of Education
Standards and Assessment Division**

**Standardized Testing and Reporting (STAR) Program
2001-02 School Year**

Students to Be Tested

- All students in grades 2 – 11 are required to take the Stanford Achievement Test, Ninth Edition, Form T (Stanford 9) and the California Standards Tests.
- All Spanish-speaking English learners who will have been enrolled in California public schools fewer than 12 months when the tests are administered are required to take the Spanish Assessment of Basic Education, Second Edition (SABE/2).

Students Exempted from Testing

- Students receiving special education services with IEPs specifying alternate assessments are not to be tested. (See the Special Education Division web site (www.cde.ca.gov/spbramch/sed/family.htm) for student eligibility criteria and reporting requirements for alternate assessments.)
- Students for whom parents/guardians have submitted a written request that the students not be tested with all or any part of the test are to be exempted from testing in accordance with the parent/guardians' written requests. The parent/guardian must initiate the request and the school district and its employees are prohibited from soliciting or encouraging the exemption of any child. Any information that is sent to parents/guardians notifying them of their right to not have their child (ren) tested must be sent to all parents/guardians in the same form.

Testing Windows

Stanford 9 and the California Standards Tests

- A 21-day window that includes 10 days before and 10 days after the day on which 85% of the year's instructional days is completed. This window must be based on the instructional days for each school, program, and year-round track or schedule. All regular and make-up testing must be completed within this 21-day window.
- All testing must be completed between March 18 and June 15 except for schools with approved waivers to operate non-traditional school years with the school year ending during late July, August, or September. The last testing date for these schools is based on the last group of students tested in compliance with the 85% \pm day window.

2001-02 STAR Program

California Writing Standards Test

- April 9 --all schools, programs, and tracks/schedules in session on that date
- April 10—make-up testing for students who were absent on April 9
- May 22—schools, programs, and tracks/schedules that were not in session on April 9
- May 23—make-up testing for students who were absent on May 22

SABE/2

- Regular testing--March 18 – May 10
- Make-up testing must be completed within 10 days of all regular testing but no later than May 24.
- Districts may begin administering the SABE/2 on February 25, if they submit all required information to CTB/McGraw-Hill within the time lines specified in the SABE/2 enrollment and pre-identification materials.

Test Administration Times

- Stanford 9—all tests have exact time limits that must be followed. Allowing more or less time than is specified will invalidate the test results.
- California Writing Standards Tests—tests have an exact time limit. Students must be given 60 minutes to read all directions and the writing prompt, plan their essays, and write their essays. If all students complete their essays in less than 60 minutes, the test examiner may stop the test. Only students with IEPs specifying extended time may have more than 60 minutes to complete the test.
- California multiple-choice Standards Tests are untimed. Estimated times are provided to use for planning testing schedules, but students must be allowed as much time as needed to complete each test and/or test section. Except for students with IEPs that specify additional breaks in tests, students must complete each test or test section in a single sitting with no breaks.

Required California Standards Tests	
Content Area and Discipline	Students to be Tested
English Language Arts	All students in grades 2 - 11
Mathematics <ul style="list-style-type: none"> ➤ Grade 2 – 7 Tests ➤ Algebra I, Geometry, 1st or 2nd Year Integrated Mathematics ➤ Algebra II or 3rd Year Integrated Mathematics ➤ General Mathematics ➤ High School Mathematics 	<ul style="list-style-type: none"> ➤ All students in grades 2 – 7 ➤ All students in grades 8 – 11 who will complete one of these courses this school year—students completing two math courses are to take the test for the course completed during the first semester or block ➤ All students in grades 8 – 10 who will complete one of these courses this school year plus grade-11 students who will complete one of the courses by the end of the school year ➤ All students in grades 8 and 9 who will not complete a standards-based discipline specific mathematics course this school year including students taking the first year of a two-year algebra I course ➤ All students in grades 9 – 11 who completed algebra II, 3rd year integrated mathematics or any equivalent math course any time prior to this school year plus grade-11 students who will meet this requirement before testing begins
History-Social Science	All students in grades 9 – 11
Science <ul style="list-style-type: none"> ➤ Biology ➤ Chemistry ➤ Earth Science ➤ Physics ➤ Earth/Biology/Chemistry (EBC) ➤ Earth/Chemistry/Physics (ECP) ➤ Earth/Biology/Physics (EBP) ➤ Biology/Chemistry/Physics (BCP) 	All students in grades 9 – 11 who will complete standards-based science courses this school year including students taking a second year, AP or IB course

2002 Student Demographic Data

Like spring 2000 and 2001, pre-ID files and student answer documents will be edited to ensure that complete demographic data have been provided. If any school exceeds state tolerances for missing data, processing of the pre-ID file or answer documents will be stopped and the district STAR coordinator will be contacted to supply a complete new pre-ID file or the missing information. There is no charge for correcting pre-ID files; however, all corrections must be made within the publishers' timelines. If the answer documents require editing for either the Stanford 9 and California Standards Test or the SABE/2 documents, money will be withheld from the district's apportionment to pay for the editing. \$1.25 per student document requiring editing will be withheld for the Stanford 9 and California Standards Tests and \$2.44 will be withheld for SABE/2.

The two student demographic pages of the grade 2 and 3 test booklets and grade 4 – 11 answer documents must be completed **for every student enrolled on the first day of testing** including students with disabilities completing alternate assessments and students not tested by parent request.

If the answer documents are being hand-coded, students may complete the demographic page on which student names, birth dates, grade, and gender coded. Students are not to code the second page of demographic information. A school or district employee must complete this page. There are two optional coding sections on student answer documents—Student ID Number and For Local Use. All other sections are required based on student programs.

Demographic Code Definitions/Descriptions

It is essential for providing accurate comparisons between and among schools that all STAR coordinators interpret the demographic fields in the same way. The following information is provided to assist with this.

- **PARENT EDUCATION LEVEL**—the education level of the student's most educated parent or guardian is to be coded. This is a parent or guardian with whom the student resides. Some college means completion of any courses within a two or four year academic program—it does not include vocational or technical schools. College graduate is graduation with a B.A. or B.S. degree or an equivalent degree from a foreign university. Graduates of vocational or technical schools are coded as High School Graduate.
- **RACE/ETHNICITY**—enter the student's primary race/ethnicity. For students with multi-ethnic backgrounds, as many ethnic codes as are applicable for the student are to be coded. One is to be coded as the primary ethnicity and all others are to be coded as "All other groups with which the student identifies."
 - African American—a person having origins in any of the black racial groups of Africa.
 - American Indian or Alaska Native—a person having origins in any of the original peoples of North and South America (including Central America) who maintains tribal affiliation or community attachment.

- Asian—a person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent.
- Filipino—a person having origins in any of the original peoples of the Philippine Islands.
- Hispanic or Latino—a person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.
- Pacific Islander—a person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.
- White—a person having origins in any of the original peoples of Europe, the Middle East, or North Africa.
- Asian or Pacific Islander--for all students coded as Asian or Pacific Islander for primary or other ethnicity, Section 8310.5 of the State Government Code requires collecting the specific Asian or Pacific Islander group.
- MOBILITY.
 - School Mobility--the grade from which the student has been continuously enrolled in the school—has not been removed from the school's enrollment for any reason.
 - District Mobility--the grade from which the student has been continuously enrolled in the district—the student may have moved among schools in the district but not to a different district.
 - CBEDS—the student was counted as part of the district's October 2001 CBEDS' data collection and has been continuously enrolled since that time.
- MATRICULATION—code only if the district receives students from other districts as part of a normal matriculation (feeder school) pattern--Code "yes" or "No" to indicate if this student transferred from an elementary district that normally matriculates to this district—student may be currently enrolled in the lowest grade of a high school district or in a unified district that receives students from elementary districts.
- GRID ONE FOR EVERY STUDENT WITH OR WITHOUT A DISABILITY—indicate whether the student receives no special education services and has no Section 504 Plan, has a Section 504 Plan, or has a disability and receives special education services. **One** circle must be filled in for every student.
- GRID PRIMARY DISABILITY—fill in the 3-digit primary disability code for every student coded as having a disability and receiving special education services.

- LANGUAGE FLUENCY—enter the student’s English language classification at the time of testing:
 - English only—students who learned English as their first language.
 - Initially Fluent English Proficient—students who first learned a language other than English who were identified as fluent or proficient in English when they enrolled in California public schools.
 - Redesignated Fluent English Proficient—students who first learned a language other than English and who were identified as limited-English proficient when they enrolled in California public schools. The students met the redesignation criteria and were redesignated as fluent English proficient.
 - English Learner—students who first learned a language other than English who were determined to lack sufficient fluency in English based on state oral language (K – 12) and literacy (3 – 12) assessments to succeed in the school's regular instructional program. (For students tested for initial classification prior to May 2001 the is based on the state-approved instrument the district was using. For students tested after May 2001, use the CAELD results.)
- HOME LANGUAGE--the language identified on the Home Language Survey as the language first learned, most frequently used at home, or most frequently spoken by the parents or adults in the home...
- PROGRAM PARTICIPATION--must be coded as no program participation or code all programs in which the student participates—
 - Class size reduction—code only for grades 2 and 3
 - ESEA Title 1 Schoolwide—code for all students in the school
 - ESEA Title 1 Targeted—code only for students eligible for and receiving Title 1 services
 - Migrant Education—code for students with state-assigned migrant student identification number
 - Indian Education—code for students participating in an Indian Education Program
 - State Compensatory Education—code if student participated in any program for which the district uses State Compensatory Education funds
 - EL in ELD--student is receiving a program of English Language Development
 - EL in Bilingual—student is receiving a program of English Language Development, as well as primary language instruction in language arts and mathematics, science, or social science
 - EL in SDAIE—student is receiving a program of English Language Development and instruction in core curriculum areas through Specially Designed Academic Instruction in English
- ASAM SCHOOLS ONLY (Alternative School Accountability Model)—student enrolled in the school less than 90 days before testing began
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- **ACCOMMODATIONS**—after testing is completed the test examiner is to code the accommodations the student was observed using during the test administration. If the student was allowed accommodations but did not use them, leave this section blank.

Returning Answer Documents for Scoring

Students Not Tested

- If student has a disability, is receiving special education services, and is completing an alternate assessment—Code “Student will take Alternate Assessment” and include answer document with the scorable materials for the student’s class.
- If student’s parent/guardian requested that the student not be tested—Code appropriate content areas in “GRID IF STUDENT NOT TESTED” and include answer document with the scorable materials for the student’s class.
- If student was absent during entire testing window, ensure that demographic data is complete and include answer document with the scorable materials for the student’s class.

Out-of-Level Testing

Submit all answer documents with the students’ classes based on the grade in which they are enrolled or would be enrolled in a general education program. There may be multiple test levels under a single Scoring Service Identification form (SSID).

Scoring Exemptions

All student answer documents must be submitted for scoring. **NO** documents may be packaged and marked for exemption. Damaged, braille and large print answer documents that are transcribed onto regular answer documents for scoring should be marked as “Transcribed document submitted for scoring.” The original documents are then packaged with the unused materials for return, and the transcribed documents are to be packaged with the students’ testing groups for scoring.

Blueprints for California Standards Tests

Blueprints for all California Standards Tests are posted at www.cde.ca.gov/statetests/star/star.html . As new information becomes available for the spring 2002 test administration, it is also posted at this site...

Pre-Test Workshops

The California Department of Education, Harcourt Educational Measurement and CTB/McGraw-Hill will be conducting pre-test workshops for the spring 2002 test administration during February. Watch for registration information from CTB/McGraw-Hill and Harcourt Educational Measurement.

Posting STAR Results on High School Transcripts

Just a reminder—last year the CDE's legal office issued the following opinion related to including the test results on transcripts:

The placement of a pupil's results from the STAR test on a transcript issued to a third party may only be done when the parent or pupil has given specific written consent for inclusion of the STAR test results on the transcript. Further, it is our opinion that a school district, county office of education, or charter school may not make the STAR test results an integral part of the transcript so that a parent or pupil who does not consent to the inclusion of STAR test results on the transcript cannot have a transcript issued to third parties.